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"A HANDBOOK OF TEACHING
LANGUAGE ARTS USING
A WHOLE-LANGUAGE APPROACH
FOR LEARNING HANDICAPPED STUDENTS"

Presented in Fulfillment of the Requirements for
The Master's Degree in Special Education
in the School of Education
of California State University, San Bernardino

BY

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Summary

Statement of the Problem

The purpose of this project is to develop a handbook for teaching language arts using a whole language approach with learning handicapped students. The current curriculum in most learning handicapped classrooms addresses remediation techniques which focus on isolated skills rather than building a curriculum which will use all of the four language systems, known as listening, speaking, reading and writing. Learning Handicapped students in particular, need a curriculum addressing all four language systems. This handbook will use the whole language approach to integrate a well balanced useage of the graphophonemic, syntactic and semantic systems.

Procedure

The project will be designed to incorporate the whole language approach through four instructional units. The units will be divided into nine-week segments for use in the year round school setting. The units are designed to introduce the student to whole language using a variety of media such as literature, plays and cookbooks. Students will be asked to use all of the language systems to focus on the meaning of the text.

Conclusion

This program is designed to help the student focus on meaning through an integrated use of the language systems. It is the intent of this project to aid teachers who use the whole language system and enable teachers to use these curriculum materials in such a way that will best fit their own needs.

Introduction

The current classroom practice regarding the teaching of language arts is to isolate the language components of listening, speaking, reading, and writing into separate subjects. Emphasis in most classrooms is placed on skills that are easily identified and measured. Reading instruction, in particular, has been broken into a number of hierarchical skills believed by some authorities to be necessary for comprehension to occur.

According to Goodman (1986), many schools have made language learning difficult because educators have broken language into small units during routine instruction. He further believes this procedure not only hinders the development of language, but also takes away the purpose of language which is the communication of meaning. Language, as a means of communication, is always used in a purposeful and meaningful manner.

Research by Kenneth Goodman (1982) promotes the concept that children learn language early in life because we need language. He conveys the idea that children (from infancy), try to make sense of the world and develop literacy before school. This involves the four expressions of language which include reading, writing, listening and speaking. Before children can actually

write they play at reading and writing. They find ways to invent spellings, discover the alphabet principle, and learn some of the phonetic features of language. He expresses the fact that children discover a sense of structure from books that they read and can often remember holistically stories that have been read to them only once or twice. This research supports the concept of teaching Whole Language addressing speaking, listening, reading, and writing as a complete subject area known as language.

The author's current position involves working with children who have had a difficult time learning in the regular class. These children are placed in a special education class for the learning handicapped. The learning handicapped child is identified as experiencing a language deficit which needs a more integrated approach to learning language including reading and writing. For purposes of this study, the learning handicapped child is identified as one with a specific learning disability according to the following definition from Public Law 94-192, Education for all Handicapped Children's Act (1975):

"... a disorder in one or more of the basic psychological processes involved in the understanding or in using language spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. This term includes such conditions as perceptual handicaps, brain injury, minimal brain

dysfunction, dyslexia, developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, and environmental, cultural, or economic disadvantage." (p. 89, Stat. 794)

This handbook is therefore intended to provide examples and materials which a teacher of the learning handicapped child may use to provide appropriate language instruction which will meet the needs of the language deficit child and will help build a language arts curriculum which integrates speaking, listening, reading, and writing. The curriculum is divided into four nine-week sessions for use in districts which operate on a year round basis.

Over the course of the year emphasis will be placed on the integration of language into all areas of the curriculum. The handbook further incorporates these elements into both academic and life skills curriculum.

The current California English Language Arts Framework (1987) supports the teaching of language as being both academic and functional. As the Framework states, "... children involved in effective English-language arts programs learn early that all the uses and forms of language - oral, read, written - are an integral and dynamic part of their daily lives." (p.27)

By dealing with both the academic and functional

areas of the language curriculum the students will be able to generalize their knowledge of language into all areas of their lives. Reading will no longer be what a student does for one hour a day in his "reading book" but will be a continual process that occurs both in and out of the classroom. Language will not be a separate class where the students circle nouns and verbs. Language will be everything around the students that provides meaningful communication about his world.

This handbook is not a finite project. As language learning is a continuous process, more research is being conducted and educators are becoming more aware of using the Whole Language approach. Language education will be integrated into all areas of curriculum, such as science, social studies, and vocational education. Students will learn through the lessons in this Handbook that language is always a constant part of their lives which is always changing and evolving, a process which they experience through school and the world.

Goals

Goal One

The most important goal for this project is to develop a curriculum which integrates the four expressions of language which include reading, writing, listening, and speaking. Through the integration of these expressions language instruction will be meaningful to the students.

Goal Two

The second goal is to develop both academic and life skills for learning handicapped students so that they can function more effectively as they mature towards adulthood.

Goal Three

A third goal is to help students increase their self-confidence (self-esteem), as they experience success personally and academically.

Objectives

- 1.The students will experience success in reading.
- 2.The students will become better risk takers in the reading process.
- 3.The students will become more flexible in using language strategies.
- 4.The students will develop a greater appreciation of literature.
- 5.The students will be able to present oral or written reports as a result of using the strategies.
- 6.The students will be able to use semantically acceptable predictions during reading.
- 7.The students will be able to develop a balanced use of the four cueing systems.

Curriculum Features

Curricular Design

The purpose of this handbook is to present various strategies which will increase a learning handicapped student's abilities to function more effectively in today's world and to help prepare for tomorrow's world of work.

The handbook is also intended to help the learning handicapped students achieve a higher degree of success in using all of the four expressions of language.

Lesson Plans

This project is divided into four units based on a nine week study plan for the convenience of a school district which operates year round. Each of the units will focus on developing an effective way of using the language systems consisting of listening, speaking, reading and writing.

Each unit will help to promote a more balanced use of the cueing and language systems outlined by Goodman and Burke (1972).

Activities will be designed in such a manner so as to address the language strategies of predicting, confirming and integrating.

The uniqueness of the program is in its total integration of language. Speaking and listening are an important part of the units and are aspects often left out of basal reading programs.

Reading occurs in a non-threatening manner in which students and teacher read together in choral fashion. In this way the student is consistently being presented with a good reading model while not having to be constantly concerned with words which are as yet unknown. As the student progresses the teacher will ask the student to read alone and begin to ask questions such as "does this make sense?"

Students will also participate in silent reading daily in order to give them time to practice their predicting and confirming strategies.

Through consistent instruction by the teacher with the aid of the units of this handbook, students will draw more meaning from their world. In addition they will build confidence in themselves by knowing that they too can produce meaningful language and have an impact on their world.

Review of the Literature

"Education in order to accomplish its ends both for the individual learner and for society must be based upon experience ... which is always the actual life experience of some individual."
(p. 26)

This statement by John Dewey (1931) fifty-five years ago expresses the concern that educators have a responsibility to begin instruction based on the child's experiences. Children need to be presented material that is meaningful and interesting in their lives.

Particularly in the area of language, material must be relevant to the needs of the child, and be presented as an entire unit, not in a fragmented skills-based approach. The skills-based approach to language instruction not only presents a non-relevant approach to the regular child, but further handicaps the child who is already identified as having a learning disability. Unfortunately, this fragmented method does not actively utilize the Learning Handicapped child's experience, nor does it address the four areas of language expression known as listening, speaking, reading, and writing.

Many Learning Handicapped children exhibit serious language deficits. They can speak clearly but have difficulty expressing their thoughts because they lack sufficient experience to help express their information. Goodman (1986) believes that children will learn to

express themselves and to understand others if they are exposed to people who use language in a meaningful and purposeful manner. He further believes that children learn language best by talking about things they need to understand.

The results of research by Lerner (1985) further support a child's need for experience to be used as the basis of language. She believes that language is best taught when all four components, reading, writing, listening, and speaking are integrated throughout instruction.

Unfortunately, many Learning Handicapped children have been taught that language is to be broken into bits and pieces such as nouns, verbs, and syllables. These fragmented bits and pieces are non-meaningful. They have little to do with listening, speaking, reading, and writing. Because of this, the Learning Handicapped child sees language as a difficult task, too difficult to be learned or remembered.

Goodman (1986) points out that language becomes easy when it is taught in the natural setting. He states:

"It's easy when:
It's real and natural.
It's whole.
It's sensible.
It's interesting.
It's relevant.
It belongs to the learner and it's
part of a real event." (p. 8)

The Learning Handicapped child needs to have a curriculum that integrates the four language systems. Each child brings to the classroom those experiences that are unique to him. Learning Handicapped teachers should first draw upon those experiences which the student already has from within his own environment. As this occurs, the Learning Handicapped child is able to become more literate because instruction and materials are based upon his experiences.

According to Goodman (1986) when we help children become more literate, then we are helping them to gain success. He believes that as children gain more success, then they are able to achieve a greater sense of control and will be more inclined to take ownership over their own useage of language and what they learn in school. He further believes that as children gain a sense of control over the four language expressions they are more likely to achieve a sense of their potential power. Learning Handicapped children often develop deep feelings of inadequacy because they have experienced failure in a program which has focused on isolated and disjointed skills rather than concentrating on the four language expressions and their own experiences.

Learning Handicapped children can experience success when the curriculum is whole language oriented. What a

Learning Handicapped Child thinks about, he can talk about. Whatever he is able to talk about, he can write about (even if he has to dictate his thoughts to someone else). And whatever he can write about, he can read.

In support, Watson (1984) concludes that language should be kept "whole." She believes that language is a highly organized system that humans use to receive and send out messages. She further believes that meaning is "at the heart of language." In language instruction the major purpose of language is to construct meaning. The Learning Handicapped child needs to construct meaning in order to make sense of his world.

The Learning Handicapped child, experiencing language deficits, has a greater difficulty in making his expressive language meaningful to others. When language is taught as a series of skills and subskills, language learning becomes fragmented. Since language is the basis for communication this isolates the child from others who operate using an integrated communication system which utilizes all areas of language.

Many whole language researchers (Goodman and Goodman, Smith, and Watson (1984) believe that language involves the utilization of experience. They further believe that as the child develops and expresses his own ideas he is learning to communicate with others, to construct meaning,

and to make sense of his world. Learning Handicapped children need to experience a classroom setting that emphasizes language that is "whole," well formed, and will provide meaning throughout the daily activities. The four expressions of language need to be used throughout the curriculum.

As children encounter the four expressions of language, according to Goodman (1986), children rely on three cueing systems, the grapho-phonemic, the syntactic, and the semantic to construct meaning.

Grapho-phonemics refers to the relationship between the characters or letters used in written language and the sounds they represent in oral language.

The syntactic system refers to grammatical relationships among words, sentences, and paragraphs. These relationships are those consisting of word order, tense, and so on.

The semantic system refers to the inter-relationships in language which help the reader make sense of what is read or the actual meaning that the writer is conveying to the reading audience.

According to Goodman and Burke (1980), readers utilize the three language systems as they predict, confirm and integrate information during the reading process. In predicting the student makes judgements about

what will happen in the text. As the text is read the student is able to confirm whether the predictions were correct, or need changing. The student is then able to integrate what has been learned into further reading.

Many Learning Handicapped children have received language instruction in a fragmented fashion. Reading, in particular, has been taught through a skills orientation using a basal series emphasizing a controlled vocabulary and short, repetitive sentence structures. The language sounds artificial with both story and language content fragmented and with no indications of natural language or predictability.

According to Goodman (1986) children do not read using fragmented skills, but rather in meaningful whole phrases of language. Children need to be given predictable materials that relate to their experiences and ideas that they have already acquired. He believes that good literacy development will occur if educators develop curriculum that involves real problem solving and current issues that have meaning to the students. He further states that learning needs to be in the context of reading and writing real language. Risk taking and trial and error are necessary for the child to take in order to be taught that they are "reading to learn" and not "learning to read." (1980)

Learning Handicapped children can profit from a curriculum that addresses the four expressions of language as a purposeful activity. In this way, children learn to use an integrated approach to communication. The English Language Arts Framework (1987) prepared by the California State Department of Education states that instructional programs need to emphasize the integration of listening, speaking, reading and writing, and the teaching of language needs to occur in meaningful contexts for the students.

"When the goal of the language arts curriculum is seen as the exploration and expansion of human potential, not the control of convention then growth can be seen as continuous, and the curriculum as the mental trip that the language user takes during a literacy event." (Woodward et al., 1984, p. xii)

Literacy needs to be seen as the goal for all students. That each student will leave school creating meaningful language within the world.

The handbook can be viewed as a serious attempt to move students toward developing an integrative approach to language learning, addressing the areas of listening, speaking, reading and writing.

While attempting to move toward this type of curriculum, many children lack the confidence to write. Often, Learning Handicapped children are reluctant to even

attempt writing. They have difficulty with predictions and risk taking, organizing their thoughts in an effective manner, and are poor spellers.

According to Graves (1983), strategies for language instruction need to adapt a whole language model. Students need to be read to daily. They also need to write. He suggests that students should keep a journal. The student writes down his thoughts without the constraints of standard English grammar skills. Invented spellings are allowed for unknown words to permit the creative flow of ideas.

Research by Martin (1985) concludes that children will develop their writing skills by being given the opportunity to write. He states that children need exposure to language to stimulate their imaginations and to encourage them to read and to write.

Children are full of language and are eager to learn. Each child has language and comes to the classroom with a wide range of experiences. Teachers, using a whole language approach, enjoy the satisfaction of helping children to be risk takers, dreaming bigger dreams, maintaining the desire to learn, while promoting an environment of security and warmth due to close interaction between teacher and student.

Adaptations To Other Grade Levels

The strategies used in this handbook are relevant for all grades levels, K - 12. Only the individual literature books need to be geared to the individual classroom.

Any language teacher at any grade level may use the strategies of predicting, confirming, and integrating. Suggested lesson plans may be used at any pace as it fits each student population. Also, additional instruction may be included with each unit to deal even more in-depth with each of the four units.

Communication means, such as in-classroom demonstrations, and inservices which include opening classrooms to other teachers will be utilized by the author. While particular materials mentioned in this handbook do not directly relate to certain grade levels, materials will be on hand in the author's classroom which others may use as a basis for their own programs.

In particular, literature books will be included in the author's classroom collection which reflect a variety of reading levels and interests that can be found in the school's library.

Evaluation

Components of Evaluation

Evaluation of the units will be based on the goals previously mentioned. First, that the student is able to integrate the four expressions of language. Second, that the student is able to use the strategies of prediction, confirmation and integration while reading. Third, that students learn both academic and functional life skills during the units. Fourth, that students develop self-esteem from successful completion of the units.

Methods of Evaluation

The three question form of the Reading Miscue Analysis will be the evaluation for goal one. The teacher will have a duplicated page from Charlotte's Web which the student will read orally. As the student reads the passage the teacher will record each miscue. The following three questions developed by Goodman and Burke (1971) will be noted as the teacher reviews the miscues:

- "1.Does the sentence the reader finally produces make sense in the context of the whole story?
- 2.What is the degree of meaning change caused by the miscues as finally produced by the reader?
- 3.In word-for-word substitution miscues, what is the degree of graphic similarity between the word in the text and the word produced?" (p.23)

The teacher will use the same passage for a pre and

posttest to determine if students are using balanced reading strategies.

Throughout the use of the various texts teacher's may use a cloze procedure where each nth word is removed from a reading passage contained in the units. By using a cloze procedure as a pre and posttest for each unit the teacher will be better able to assess the students' comprehension.

Goal two will be left to the teacher's discretion for evaluation as to determining whether students have successfully learned life skills from the unit. Oral questioning for comprehension of the unit and asking students to paraphrase what was completed will be helpful for evaluation purposes.

Goal three will be evaluated by the teacher through informal discussions to determine the student's feelings of self worth both before and after receiving instruction using the language units.

Reporting Procedures

Success of the program will depend on parent interaction. As the population is the learning handicapped special day classroom there are few children and parents so communication can be kept up either by phone or newsletter. Also, a student report will be sent home to parents on a monthly basis. (See Appendix for sample)

Parents will need to become integral parts of the process, taking their children to the library, talking about the student's environment, and participating in school activities such as watching plays which will be performed at the end of unit three, and contributing food articles during unit four.

Evaluation of student performance will be communicated to parents and administrators through the communication between school, home and office by both the teacher and students. Whenever possible, parents and administrators will be invited into the classroom to view the culminating events of the units.

Support Services

Within The School

In order for any program to work in a school, the teacher must have the cooperation of the staff and administration. If the other teachers and administrators are asked to participate in culminating events of each unit and are always at liberty to walk through the classroom while the lessons are taking place, few will be wary of the new procedures.

The greatest need for support will be in the money for items such as literature books for each students. Also, the administration will have to support the idea of not using the standardized basal reader.

Within The Community

The community will be asked to support the program during the many field trips and activities mentioned in the handbook. At all times the teacher of the units will be looking for ways in which functional life skills which require language are at work in the community.

Community members will be called upon to lend their expertise in subjects such as farm animals for the Charlotte's Web unit, or puppet making in a later unit.

Limitations

The first limitation is that of population. This handbook is geared to the pace of the learning handicapped special day class where there is a maximum number of students, well below the regular classroom total. The regular classroom teacher might find the pace too slow for the students.

Additionally, the numbers in the special day class allow for individual instructional time between teacher and student. This time for student conferences and instruction is often unavailable to the regular classroom teacher.

The use of non-standardized tests would be of some problem in districts which rely on test scores as a sign of educational quality. The strategies mentioned in this handbook are not designed to be tested through multiple choice answers.

The teachers of other grade levels will also have to determine the reading levels and interests of their own students before using these units. The units mentioned in this handbook are geared to the middle elementary school grades and the interests of students of that age level.

Finally, as this is not a complete book on the use of whole language as used in the classroom, teachers who are

unfamiliar with all of the procedures would need to do more extensive reading before modifying the entire curricular program.

Major Curriculum Models

Research by Harste and Burke (1977) indicate that the most critical element in developing an effective language program is the teacher variable regarding the teaching of reading.

According to Harste and Burke, the key component in the teacher variable is known as the theoretical orientation. This component consists of a particular knowledge and belief system about the teaching of reading. This in turn, directly affects and influences the area of critical decision-making in terms of teaching and the learning of reading. These influences have an effect on expectancies, goals, behavior, and outcomes at all levels.

According to Harste and Burke, the current views of reading can generally be categorized into three different reading models.

The first reading model can be identified as having a sound/symbol orientation. This reading model is viewed from an oral language perspective. The major emphasis is a developing and manipulating of the relationships between the sounds and graphic symbols. The major focus is viewed on developing good mechanical skill of decoding words from the printed page and turning these sound/symbol relationships into language. Meaning and syntax are not

viewed as major components in the reading process.

The second reading model views reading from the perspective as one of the language arts: listening, speaking, reading, and writing. This is viewed as a skills approach. In this approach, language is perceived as a "pie-slicing" process which consists of developing a task oriented skills hierarchy. This approach generally views the expressions of language as focusing on high frequency vocabulary, letter/sound relationships and meaning. Usually developing a basic sight vocabulary and teaching word recognition skills including "sounding out" approaches which are emphasized throughout the lesson. Following the reading lesson there are usually a series of comprehension questions to be answered.

The third reading model is known as the whole language approach. In this model, language becomes the major focus in the reading process. The most important element of reading is reading for meaning. The syntax and letter/sound relationships are parts of the language systems which are operating simultaneously. However, the key issue becomes reading for comprehension.

According to the authors, reading is primarily viewed as an active process of reconstructing meaning from language which is represented from a graphic symbols from the printed page and from hearing sounds and

reconstructing meaning from sound/symbol relationships that produce oral language.

The whole language teacher will use strategies to help children obtain meaning from reading. They may ask questions in the form of "what do you think is the meaning of the rest of the sentence?" The whole language approach uses strategies that are not formally taught, such as asking the student to evaluate his own reading for meaning.

Goodman and Burke support this last model as the most effective of all reading strategies as they state "... reading is supposed to make sense to me! Not to my teacher, my father, or my classmate, but to me!" (p. 13)

Language Lessons
(As adapted from
Reading Instructional Strategies Guide
Albuquerque Public School, 1984)

Language in the Basal

Objective: To allow the learning handicapped students to experience reading in the basal series using the four expressions of language.

Why: Instructional cues such as language patterns, repeated or cumulative sequences, familiar concepts within the stories all contribute to this, thus strengthening children's semantic and syntactic strategies.

Who: All students can benefit from this experience. It encourages risk-taking in prediction and stresses meaning.

This process also shows a repetition of language patterns in grapho-phonemic relationships which then strengthens this cueing strategy.

How:

Pre-reading

To prepare students for reading, the teacher familiarizes the students with the basal story and discusses necessary vocabulary, setting, and other elements which are unfamiliar to students.

The teacher reads the title of the story to students and asks students to explain what they think will occur in the story.

Teacher and students look at the first few pictures from the story and students are asked to give possible plot outlines based on clues from the pictures.

Record the predictions in a web shape on paper so that children can expand their ideas as they occur while reading.

The students complete further predictions by the use of a Cloze passage taken from the book.

Reading

Have students read aloud with teacher in a non-threatening manner such as choral reading. Students should be allowed to make substitutions which are consistent with the meaning in the text.

Methods such as Neurological Impress Method can be used to strengthen oral reading.

Post-reading

Upon completion of the basal story, the teacher will generate questions which address all levels of Bloom's Taxonomy which include comprehension, application, analysis, synthesis, and evaluation.

To assess comprehension the teacher presents each students with a Cloze passage taken from a chapter of the book.

Other Possibilities:

Have students read several basal stories and then ask students to compare two stories and tell which one is more interesting and why.

Teacher and students will select a basal story and rewrite it so that it sounds more like natural language without the artificial restraints of controlled vocabulary and repetitive sentence patterns.

Language in Literature

Objective: Students will experience opportunities to read for pleasure.

Why: By reading literature which relates to a theme, such as Charlotte's Web (White, 1952) the student extends understanding of the author's intended message. Literature helps children to make better predictions as they continue to read in the text of upcoming events, as use of language in the novel is more natural than that found in most basal readers.

Who: Benefits students who do not have background knowledge for comprehension and importance of events and the inter-relationships of characters in a novel.

How: Pre-reading

The teacher familiarizes students with events that occur during the fall season. They discuss how they feel as they see the changes occurring and the different sounds in their environment. An example: The

rustle of leaves. "How do they feel?"

"What do they sound like?"

The teacher takes students outside and discusses the changes they observe taking place in their own environment.

Students come into classroom and make their own cluster about their explorations into fall. The students begin with the word "Fall" or "Autumn" in the center of the paper and cluster ideas of what they experienced around that theme.

Students go on a field trip to a nearby farm so that they will experience the sounds and sights of a farm and the various kinds of animals that live there. Complete drawings and reports about the farm.

Help students prepare to read by summarizing the book and speaking about the theme of friendship. Draw on real life examples from students.

Reading

The teacher reads first chapter aloud.

Chapter is completed by discussion in which students predict the plot of story. The predictions are confirmed as teacher finishes first chapter.

Students choral read with teacher or partner read, always asking "does this make sense?"

Post-reading

Upon completion students answer questions based on Bloom's Taxonomy.

Students will generate an account of a time when they lost a friend through moving, or other event.

Students can integrate their knowledge by rewriting endings to Charlotte's Web generated by questions such as, "what if Wilbur hadn't won first prize at the fair?" or "what if Charlotte hadn't died?"

Language in Play Production

Objective: To help promote the students' natural use of language as expressed through the four expressions of language using story drama or fables.

Why: By using drama in the classroom the students are more inclined to focus on the setting and the events in the proper sequence of a narrative form. It enables students to draw upon their own experiences and to allow them to monitor acceptable language and meaning as it applies within the play.

Who: This unit will help students who have difficulty in recalling the story and understanding the relationship between the setting and the plot.

How: Pre-Reading

Familiarize the students with the story events that occur in the story. Discuss what kinds of individual differences there are between the three little pigs such as moral implication, ambition, laziness.

Discuss the concept of a fable and moral themes.

Reading

Read the story of The Three Little Pigs to the class. Have children reflect and share their knowledge and feelings about the story theme, plot, setting, and characters. Use probing questions such as "How did you feel at a time when you were frightened?" or "How would you handle a situation like this?"

Post-Reading

Map the major events within the story. This helps alert the students as to sequence of events and major details within the story. Start in the left hand corner of a large sheet of paper or tagboard. Draw a square box and write in the first event that happened in the story. Draw an arrow pointing to the next box and write in the second event. Continue until the conclusion is reached.

Other Possibilities:

Have students use the mapping of the story to retell the story in play form. Instruct students on how to write the play in dialogue form, including stage directions.

Students practice their play by rehearsing aloud after the play has been reproduced. The teacher should discuss voice inflections and proper reading of plays.

Students make puppets, scenery, and stage (this can be made from a large cardboard box if necessary) and continue to rehearse their play.

When students determine they are ready another class can be asked to come in and view the play. Students can write their invitations as well as the program for the play.

Language in Cooking

Objective: Students will experience opportunities to use the four expressions of language in functional activities such as reading directions in recipes.

Why: Cooking experiences help students to link oral and written language when preparing recipes. Cooking experiences allow cooperation in a group situation. The activity also tends to motivate students to task completion.

Who: Cooking experiences are beneficial to students who lack the experience of looking at the printed page. It also helps children who are unmotivated to complete tasks in the school setting.

How:

Pre-Cooking

Familiarize the students with several different cookie recipes. Choose those recipes applicable to the cooking abilities within the particular school, whether range top, gas or electric oven, or microwave. Have students choose the recipe they would like to make.

Teacher and students discuss what ingredients will be needed, required utensils, and appropriate cooking facility.

Students copy the recipe and decide what ingredients they will bring and what job they will perform in preparation.

Cooking

Students are organized into pairs or small groups. Each group is checked to assure that they are familiar with their task in order to complete the recipe.

Upon completion of the baking process, students will participate in eating some of the cookies and orally discussing the steps involved and evaluating their performance.

Post-Cooking

Children will discuss successes and problems they encountered. Students and teacher will list the problems and possible solutions on a chart.

Other Possibilities:

Teacher and students will cut up the recipe they have just made and arrange the sections in the correct order. This can be separated into parts such as ingredients, direction, cooking time, and serving size.

Teacher cuts up different, but similar recipes and has students reassemble the recipes from beginning step to task completion.

Students use their cooking skills to look through cooking books and decide on recipes to serve others. Students will be responsible for coordinating meal, inviting people, cooking, serving, and cleaning.

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Appendix: Student Report

Student:

Teacher:

Date:

Unit: Language Arts - Charlotte's Web by E.B. White

Achievement

Effort

Comments

Listening

Speaking

Reading

Writing

Achievement & Effort

O = Outstanding

S = Satisfactory

I = Improving

N = Needing Improvement